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Unpacking the *Priority Academic Student Skills (PASS)*



Making the Standards Work for You!

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Unpacking *PASS*: Making the Standards Work for You!

Bloom's Taxonomy

Level 6 Evaluation: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.

Key Words: Award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Questions: Do you agree with the actions... With the outcome... What is your opinion of... How would you prove... Disprove... Can you assess the value or importance of... Would it be better... Why did they (the character) choose... What would you recommend... How would you rate the... What would you cite to defend the actions of... How would you evaluate... How could you determine... What choice would you have made... What would you select... How would you prioritize... What judgment would you make about... Based on what you know, how would you explain... What information would you use to support the view... How would you justify... What data was used to make the conclusion... Why was it better than... How would you prioritize the facts... How would you compare the ideas... People

Level 5 Synthesis: Compile information together in a different way by combining elements in a new pattern or proposing alternative solution

Key Words: Build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen

Questions: What changes would you make to solve... How would you improve... What would happen if... Can you elaborate on the reason... Can you propose an alternative... Can you invent... How would you adapt... to create a different... How could you change (modify) the plot (plan)... What could be done to minimize (maximize)... What way would you design... What could be combined to improve (change)... Suppose you could... what would you do... How would you test... Can you formulate a theory for... Can you predict the outcome if... How would you estimate the results for... What facts can you compile... Can you construct a model that would change... Can you think of an original way for the...

Level 4 Analysis: Examine and break down information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Key Words: Analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, text for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

Questions: What are the parts of features of... How is... related to... Why do you think... What is the theme... What motive is there... Can you list the parts... What inference can you make... What conclusions can you draw... How would you classify... How would you categorize... Can you identify the different parts... What evidence can you find that... What is the relationship between... Can you make a distinction between... What is the function of... What ideas justify...

Level 3 Application: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way

Key Words: Apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions: How would you use... What examples can you find to... How would you solve... using what you've learned... How would you organize... to show... How would you show your understanding of... What approach would use to... How would you apply what you learned to develop... What other way would you plan to... What would result if... Can you make use of the facts to... What elements would you choose to change... What facts would you select to show... What questions would you ask in an interview with...

Level 2 Comprehension: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas

Key Words: Compare, contract, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions: How would you classify the type of... How would you compare... Contrast... Will you state or interpret in your own words... How would you rephrase the meaning of... What facts or ideas show... What is the main idea of... Which statements support... Can you explain what is happening... What is meant... What can you say about... Which is the best answer... How would you summarize...

Level 1 Knowledge: Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers

Key Words: Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions: What is... Where is... How did... happen... Why did... When did... How would you show... Who were the main... Which one... How is... When did... happen... How would you explain... How would you recall... Who was... Can you list the three...



Bloom's Taxonomy

Knowledge: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

Comprehension: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates

Application: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses

Analysis: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates

Synthesis: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

Evaluation: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports

Based upon:

1. Dr. Benjamin S. Bloom's, *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc., (1956).
2. Source program: SchoolNetGrassRoots and the source department: Industry Canada
<<http://www.schoolnet.ca/grassroots/e/home/notices.asp>>.



UNPACKING PASS (Sample)

Standard/Objective:

HS OK History.7.1 Identify cultural and ethnic groups in Oklahoma (e.g., African Americans, Eastern Europeans, Italians, Germans, and Vietnamese) and explore the causes and effects of their immigration and settlement patterns.

Nouns:

cultural groups, ethnic groups, African-American, Eastern Europeans, Italians, Germans, Vietnamese, causes and effects, immigration, settlement patterns

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Skill (Verb)						
identify	X					
explore (examines)				X		

Knowledge: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

Comprehension: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates

Application: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses

Analysis: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates

Synthesis: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes

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NOUNS:

cultural groups
ethnic groups
African-American
Eastern Europeans
Italians
Germans
Vietnamese
causes and effects
immigration
settlement patterns

VERBS:

identify
explore



UNPACKING PASS

Standard/Objective:

Nouns:

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Skill (Verb)						

Knowledge: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states

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UNPACKING PASS

Standard/Objective:

NOUNS:

VERBS:



Unpacking *PASS*: Sample Graphic Organizers

Bulleted List:

Declaration of Independence:

- Major ideas
- Intellectual origins
- Key principles

Standard 8.4.1

Outline:

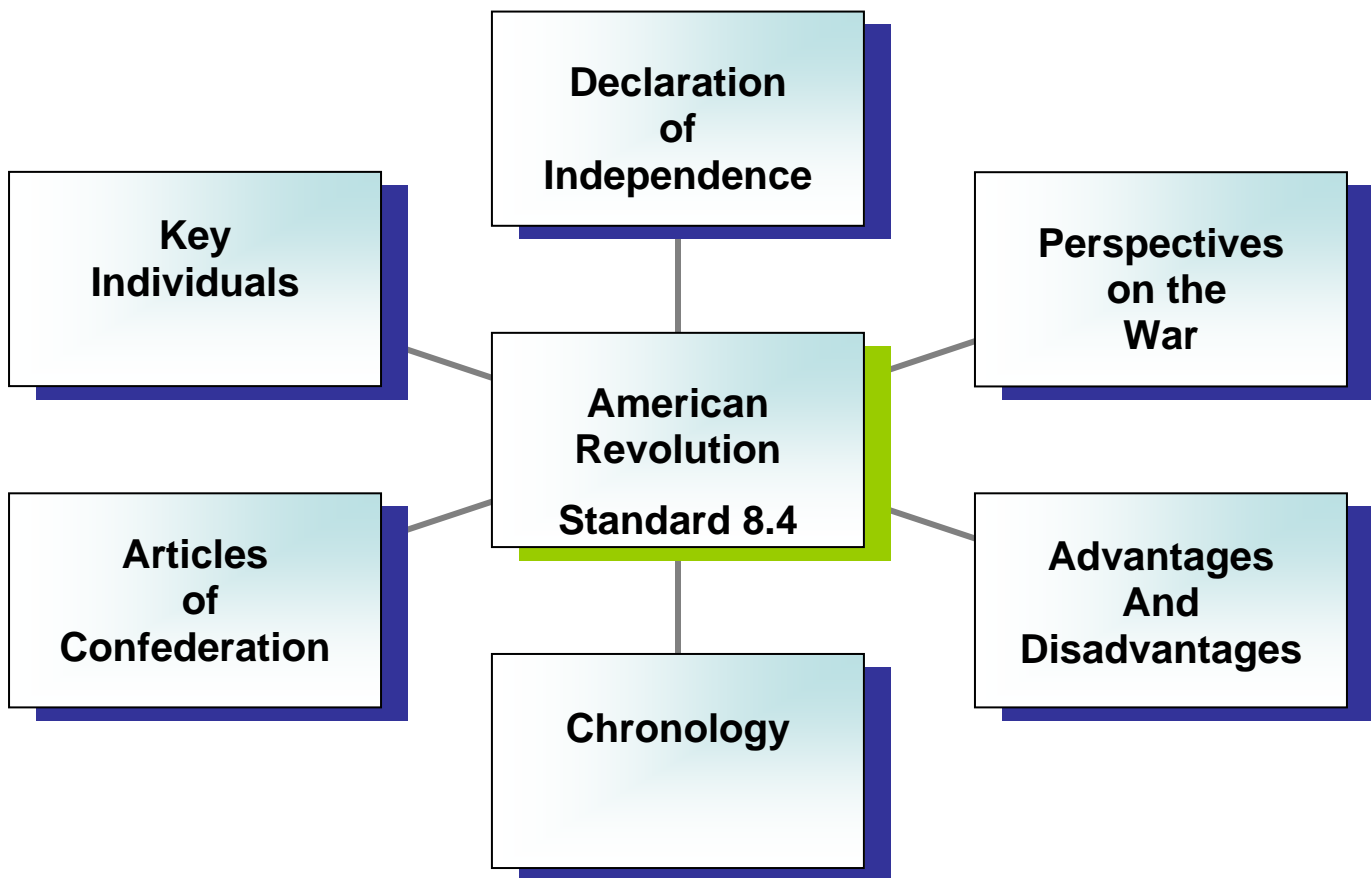
Causes of the American Revolutionary War, 1763-1774

- A. Colonial Opposition and Protests to the Taxes
 1. Sons of Liberty
 2. Boycotts
- B. Quartering Acts and Townshend Acts
- C. The Boston Massacre
- D. The Boston Tea Party and the Intolerable Acts
- E. The First Continental Congress

Standard 8.3.3



Concept or Mind Map:





Unpacking *PASS*

TEMPLATE

Grade Level: _____ Content/Subject Area: _____

Team: _____

Full Text of Oklahoma Social Studies *PASS* standard/objective:

Concepts: Need to *know* about (Nouns)

Skills: Be able to *do* (Verbs)

Identifying Big Ideas from Unpacked Standards:

- 1.
- 2.
- 3.
- 4.

Essential Questions from Big Ideas to Guide Instruction and Assessment:

- 1.
- 2.
- 3.
- 4.



Unpacking *PASS*: Making the Standards Work for You!

1. “Unpack” the Standards

Examine the standards to determine exactly what students should know (concepts) and be able to do (skill) to meet the standard through a particular topic or context (unit of instruction, classroom lessons, and activities).

To unpack the standards, circle the verbs (skills) and underline the important nouns (concepts).

Create a graphic organizer representation of concepts and skills.

2. Determine the Big Ideas

Identify the important generalizations about the subject, *the “aha!” realizations* students are to reach after instruction is completed. That is what you want students to deeply understand and be able to apply in different contexts and across time and cultures.

Example: When societies interact with each other, they are transformed.

3. Write the Essential Questions

Questions posed at inception of unit to guide instruction and assessment.

Goal is for students to be able to answer the Essential Questions in their own words.

Examples:

What happens when cultures collide?

How are societies transformed when cultures collide?

4. Decide the Performance Tasks

These should include a spectrum of tasks, from basic enrichment, and provide multiple opportunities to revise work.

Consider Bloom’s Taxonomy – lower- to higher-order thinking skills – knowledge, comprehension, application, analysis, evaluation, synthesis.

Process:

- a. Tasks must assess skills and content in the standards.
- b. Build student understanding of unwrapped concepts and skills.
- c. Lead students to be able to answer the Essential Questions.



- d. Write a brief description of each of the selected number of tasks.
- e. Begin detailing first task to assess “unwrapped” content, skills, and Essential Questions.
- f. Repeat process for remaining tasks.

Multiple tasks give students more than one opportunity to master the standards.

5. Find Interdisciplinary Connections

Allows students to see how the different content areas are connected, both in school and in real life.

This provides realistic time management – fewer assignments and assessments, each one richer in content and complexity.

This provides for continuous reinforcement of reading, writing, speaking, and listening skills.

6. Plan the Engaging Scenario

This creates the motivation for students, applies to the real world, and acknowledges the power of the external audience.

Consider how to introduce performance assessment to students in ways that will “hook” them into active involvement.

Include elements of an effective Engaging Scenario:

- a. Presents students with a challenge
- b. Connects learning to real life – “Why do we need to learn this?”
- c. Conveys importance – “What does this mean to the student personally?”
- d. Acknowledges audience – “Can the student present the completed task to others?”

7. Write the Scoring Guides (Rubrics)

- Clearly linked to standards and tests
- Provide evidence that the standard has been met and to what degree of proficiency
- Create rubrics for each task rather than culminating product only
- Performance criteria shared before students begin work
- Referred to frequently during the completion of the task
- Provides immediate feedback for improving work



Rubric Writing Process:

1. Select first performance task and create a four-level rubric using labels of your choice (i.e., exemplary, proficient, progression, not meeting the standard[s]).
2. Start by asking, "What would proficient look like?"
3. Use specific, easily understood language everyone can understand.
4. The rubric or scoring guide must match task requirements. Criteria must be clearly linked to standards.
5. Exemplary – superior work that will serve as a model for future students.
6. Proficient – challenging level all students can achieve with or without revision.
7. Progressing – level of performance that indicates students understood the task, but required additional instruction or opportunity for revision of work.
8. Not meeting the standard(s) – student clearly does not understand expectations of task and requires coaching, intervention, and additional time.

8. Teacher Reflections at Conclusion of Performance Assessment

- a. What worked? What didn't?
- b. What will I do differently next time?
- c. What student work samples do I give for each task?
- d. What Scoring Guide examples of proficiency do I have for each task?
- e. What field notes can I provide for other teachers who may use this performance assessment?

Final Thoughts:

- a. If you have developed and unwrapped all the power standards for your discipline and completed the performance assessments, you may want to share your work with your colleagues or grade level team members.
- b. After you have implemented the performance assessments in your classroom, you may need to refine or revise the assessments.

Source: <http://www.tfsd.k12.id.us/tfsd/Inservice/SupportingDocuments/Executive%20Summary-MSW.doc>



Twin Falls School District Unwrapped Standard EXAMPLE – 10th Grade U.S. History

Grade Level and Content Area: 10th, Social Studies US History

Team: Gina Palmer, Brady Dickinson, Andy Barron

Full Text of Standard(s): Identifies, demonstrates, summarizes and compares and contrasts key components of the Civil War and its effects on the American people.

Indicators:

- 1.1 Use various sources to examine, interpret and compare causes which led up to the Civil War.
- 1.2 Compare and contrast how the societies of the North and the South responded to the conditions created by the Civil War.
- 1.3 Trace the sequence of events (battles, key decisions, etc.) throughout the Civil War.
- 1.4 Describe the impact of the major players and their role in the outcome of the Civil War.
- 1.5 Examine the overall impact of the Civil War on U.S. politics and culture.

Concepts: Need to *know* about (Nouns)

- Civil War
- Key components
- Effects
- Sources
- Causes
- North/South
- Societies
- Key events (battles, key decisions, etc.)
- Impact and role of major players
- Impact of Civil War
- Politics
- Culture

Skills: Be able to *do* (Verbs)

- identify
- demonstrate



- summarize
- compare
- contrast
- examine
- interpret
- trace the sequence
- describe

Identifying Big Ideas from Unwrapped Standards

1. The division of state rights versus federal power is constantly being debated in U.S. politics.
2. The Civil War amendments (13-15) and various segregation laws (Jim Crow Laws) were a direct result of the Civil War.
3. There were several major players (Lincoln, Lee, Grant, Sherman, Jackson) during the Civil War that affected the outcome and impacted the Civil War.
4. There were several battles and events (which affected the outcome of the war (Bull Run, Fort Sumter, Shiloh, Battle of Gettysburg, Gettysburg Address, and the Emancipation Proclamation).

Essential Questions Big Ideas to Guide Instruction and Assessment

1. What was the primary driving force that led to the start of the Civil War? How is this seen today?
2. How did the Civil War affect civil liberties in the U.S.?
3. Who were some of the key players during the Civil War and how did they effect the outcome of the war?
4. What were some of the major battles and events of the Civil War and how did they effect the outcome of the war?
5. Do you feel the Civil War is over in the South?

Source: Used with permission – Twin Falls School District, Twin Falls, Idaho.

<http://www.tfsd.k12.id.us/tfsd/Inservice/Examples/Old/EXAMPLE%20%20Unwrapped%20Standard%20Grade%2010%20%20Social%20Studies.doc>